

## Learning Intention and Success Criteria Focus Walk

### 1. Grade/Content Area

- |                                       |  |                                       |
|---------------------------------------|--|---------------------------------------|
| <input type="checkbox"/> Kindergarten | <input type="checkbox"/> Sixth             | <input type="checkbox"/> HS Science   |
| <input type="checkbox"/> First        | <input type="checkbox"/> Seventh           | <input type="checkbox"/> HS Fine Arts |
| <input type="checkbox"/> Second       | <input type="checkbox"/> Eighth            | <input type="checkbox"/> HS CTAE      |
| <input type="checkbox"/> Third        | <input type="checkbox"/> HS ELA            | <input type="checkbox"/> HS Other:    |
| <input type="checkbox"/> Fourth       | <input type="checkbox"/> HS Mathematics    |                                       |
| <input type="checkbox"/> Fifth        | <input type="checkbox"/> HS Social Studies |                                       |

### 2. The teacher used the following ways of communicating learning intentions and success criteria:

- Oral
- Written
- Displays
- Demonstration/modeling
- Not observed
- Learning intention only
- Success criteria only

### 3. The teacher used the following formats to share the learning intentions and success criteria

- Rubric
- Checklist of expectations and requirements
- Anchor papers, models, or other exemplars of quality
- Not observed
- Learning intentions only
- Success criteria only

### 4. When did the teacher communicate the learning intentions and success criteria?

- Before instruction
- During instruction
- At the conclusion of instruction
- During instruction and ongoing throughout
- Not observed
- Learning intentions only
- Success criteria only

**5. How did the teacher support student understanding of the learning intentions and the success criteria?**

- Conducted discussions and reviews
- Shared success criteria tools: rubrics, checklists, etc.
- Showed student work, modeled responses, examined exemplars or anchors of quality
- Helped student apply the criteria to their own work or to a model
- Involved students in generating success criteria
- Provided feedback to students that focused on the learning intention and success criteria
- Other:
- Not observed
- Learning intentions only
- Success criteria only

**6. In what ways did the teacher engage the students in applying the success criteria?**

- Helped students compare their work to anchors or exemplars
- Helped students identify anchors or models based on the criteria
- Used rubrics, checklists, or other tools to assist in assessment of quality
- Helped students develop criteria for success
- Not observed

**7. In what ways did the teacher engage the students in developing or identifying success criteria?**

- Brainstormed/discussed criteria
- Discussed elements of quality related to the learning intention and performance task/product requirements
- Discussed elements of a quality answer, paper, response
- Not observed

**8. Did the assignment/activity conducted in the classroom aligned to the success criteria?**

- No, the assignment/activity does not align to the success criteria
- Yes, the assignment/activity does align to the success criteria
- There were no success criteria posted or referenced to determine alignment

**Notes**

## Student Interview

### 9. Student Interview: What are you learning today?

- Student does not know what they are learning
- Student can communicate what they are doing, but does not match the learning intention
- Student is able to communicate a basic understanding of the learning intention
- Student is able to communicate in detail and understand the learning intention

**Notes: What are you learning today?**

### 10. Student Interview: Why are you learning the information today?

- Student does not know why they are learning
- Student can communicate why they are doing, but it does not match the learning intention
- Student is able to communicate a basic understanding of the learning intention
- Student is able to communicate a detailed understanding of the learning intention

**Notes: Why are you learning the information today?**

### 11. Student Interview: How will you know when you are successful at learning it?

- Student does not have an answer
- Student does not have an answer
- Student can communicate some expectations of the success criteria
- Student is able to communicate basic understanding of success criteria
- Student is able to communicate a detailed understanding of the success criteria

**Notes: How will you know when you are successful at learning it?**

Sources: *Advancing Formative Assessment in Every Classroom. Connie Moss and Susan Brookhart. Clarity for Learning. John Almarode and Kara Vandas*